



St Francis of Assisi Catholic Primary School

CATHOLIC SCHOOL IMPROVEMENT PLAN | 2022

CEWA'S VISION

Catholic Education WA is a Christ-centred and child-focused community of engaged learning environments, inspiring all to actively live the Gospel.

SCHOOL'S VISION

St Francis of Assisi Catholic Primary School aspires to be a community where each individual is respected as a uniquely gifted creation of God, and where all are encouraged to grow in faith, love, knowledge and service to others in the light of the Gospels.

Respect

At St Francis of Assisi Catholic Primary School, we value respect and commit to offering it to each other through our words and actions. At all times, we reach out to each other with courtesy and acceptance of individual differences.

Honesty

At St Francis of Assisi Catholic Primary School, we value honesty by being truthful to self and others in what we say and do. We say what we mean, we mean what we say and are not mean in how we say it.

Responsibility

At St Francis Catholic Primary School, we value the ability to make our own decisions guided by our conscience. We must think about how our choices will affect ourselves and others.

STRATEGIC INTENTS | 2022-2024

Strategic intents should be drawn from and complementary to CECWA's Strategic Directions (2019-2023) with the necessary alignment and recognition to the context of the school. Strategic intents are developed through a school-wide consultative process. The strategic intents are broad goals and success factors that can be articulated in more detail and action through the iterative School Improvement Plan. Through the cycle of strategic planning, when CECWA's Strategic Directions are renewed, a school will factor this in when its next cycle of strategic consultation and generation of new intents over a three-year period occurs.



CATHOLIC IDENTITY Inspiring Christ-centred Leaders

GOALS	SUCCESS INDICATORS	QCE LINKS
Engage staff with more personal opportunities to engage with their own faith.	More than 75% staff regularly attending formation experiences offered. Staff confident in sharing and some staff willing to lead faith sharing.	1.1d
Introduce, embed and maintain the visible Catholic Identity of St Francis of Assisi	School song Prayer Prayer garden Icons and symbols	1.1f



EDUCATION Catholic Schools of Excellence

GOALS	SUCCESS INDICATORS	QCE LINKS
Continued use of purposeful data to improve student progression in literacy.	PAT / NAPLAN Targets (see attached targets) Data Wall / Data Dialogue reviews / dedicated literacy team	2.3d
Develop staff professional competencies on effective data driven numeracy teaching and learning.	Staff professional learning / dedicated numeracy team Staff feedback PAT Data	2.3c
Quality Area 1: Standard 1,1 Education Program and Practice: Develop child centred program based on their current knowledge, strengths, culture, abilities and interests.	Programs and planning for child agency	2.3b



COMMUNITY Catholic Pastoral Communities

GOALS	SUCCESS INDICATORS	QCE LINKS
Develop cultural competency of staff, parents and children	Engaging with Aboriginal parents and wider community partners. Aboriginal Education Team	3.1d
Embedding the Well Being Framework and build a positive learning environment through a shared vision.	Well-Being Team Positive student engagement Reduce escalated behaviours	3.1c



STEWARDSHIP Accessible, Affordable and Sustainable System of Schools

GOALS	SUCCESS INDICATORS	QCE LINKS
Quality Area 3: Standard 3.2 Physical Environment	Staff development and understanding of use of outdoor spaces.	4.1d
Continue to build teacher capacity	Effective learning walks to meet professional needs	4.1b

Improvement Goals

School: St Francis of Assisi Catholic Primary School

Year: 2022

The Improvement Goals are not intended to capture all the strategic activities of a school but rather prioritise the key areas of focus that will have the highest impact on realising sustained and relevant improvement. Schools are encouraged to limit the number of goals established to maximise depth and impact of strategy. Similarly, this is an iterative document that aligns with the ongoing nature of change that occurs in a school in order to embed processes and practices that lead to a quality Catholic education. Regular monitoring, review and updating of these goals is encouraged and schools may find the addition of notes and/or appendices to capture significant milestones and achievements useful in celebrating success and establishing the next iteration of improvement goals.

There is an expectation that at least one goal for Aboriginal education and Early Years education (if relevant) be included.

INFORMED BY EVIDENCE FROM

- Staff Formation Planning
- Quality Catholic Education guiding principles, frameworks and processes
- CECWA Strategic Directions (2019-2023)
- School Strategic Plan
- National Quality Standard (NQS) Audit
- Aboriginal Education / AEIM: Aboriginal Education Improvement Map
- Curriculum requirements
- Student data analysis, e.g. Power BI & other achievement data, attendance, wellbeing etc.
- School Cyclic Review
- School Climate Survey
- Technology Integration Matrix (TIMS) / Technology Uses and Perceptions Survey (TUPS)
- School improvement processes

ONGOING EVALUATION

SCANNING
What's going on for our learners?

CHECKING
Have we made enough of a difference?

FOCUSING
What does our focus need to be?

DEVELOPING A HUNCH
What is leading to this situation?

LEARNING
How and where can we learn more about what to do?

TAKING ACTION
What will we do differently?

Spiral of Inquiry (Halbert & Kaser 2014)

CATHOLIC IDENTITY

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
Engage staff with more personal opportunities to continue their faith journey.	Review current faith opportunities. Implement a regular faith sharing experience. Prayerful staff meditation or reflection (once per term)	End of 2022	Prayer topics Leadership modelling faith sharing Staff volunteers (Catholic Identity)	More than 75% of staff voluntarily attending Coffee with Christ Minimum of 50% of staff voluntarily sharing faith journey. NSI Survey	Review end of Term 1, 2022. Catholic Identity Team
Continue to build charism of St Francis of Assisi.	Develop community partnerships and service-learning relevant to staff, children and parents. Reflect and review on Feast Day Faction celebrations.	Prayer garden - 2022 School prayer - T1, 2022 Further icons and symbols - T1, 2022	Catholic Identity Team APRE Christian Service Leaders Wheelchair for Kids Parish Priest - Father Darek	Increased signs and symbols visible in school community. Build additional community partnerships.	Review end of 2022. Catholic Identity Team

EDUCATION

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
Embed use of data to improve student learning and teacher practice in reading.	Review use of data wall and other standardised reading data. Use of learning walks to reflect on consistent approach to reading. Continue data dialogue as a staff. Introduction of MacLit in Year 3-6. EALD PL	End of 2022 Review reading data collection - S1, 2022	Increased access to home readers Year 3/4. Litpro resources Dedicated Literacy Team New staff PL on MultiLit	PAT / NAPLAN reading targets (see attached targets) Data wall refinement. All relevant staff trained in use of Multilit suite of programs. Student progress review from data dialogue.	Dedicated Literacy Team Kris Bowden / Linda Howell Fi McDonald (Data) Transformation Team Teachers
Review current practice and develop teacher confidence in the proficiency strands of numeracy.	Whole school Brighton Maths Model review. Identify current practice. Engage Ben Saulsman (CEWA Numeracy Consultant) in staff professional learning. Create a numeracy dedicated team.	BMM - Semester 1, 2022 Identify and review current practice - S1, 2022 CEWA Consultant - ongoing 2022	Dedicated Numeracy team. CEWA Consultant - Ben Saulsman. SCSA Maths curriculum.	Teacher confidence in teaching maths. PAT Data progress (Appendix 1) Ben Saulsman presenting/working alongside Numeracy team. Measure student engagement in Numeracy. Dedicated PL from Numeracy team.	Dedicated Numeracy Team Geoff Clarke Kat Simon (Data) Transformation Team Teachers

COMMUNITY

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
Continue to develop staff, parent and student cultural competency in Aboriginal Education.	Aboriginal Education team. Aboriginal Teaching assistant. Staff PL on Aboriginal Team priorities.	AET - T1, 2022 Staff PL - S1 - 2022 End of 2022 - implementation of Our Land, Our Stories and scope and sequence.	Our Land, Our Stories Curriculum Resource Kit Scope and Sequence for Aboriginal Curriculum Aboriginal Education Team School funding ATA City of Wanneroo - Reconciliation Officer Aboriginal Parents	Welcome to Country written by ATA with children. Visible signs of First Nation people inclusion. Possible mural Participation in the Mater Dei Whadjuk Gift. Successful application for PALS grant.	Emma Coad - release time 2/term Nikeisha Vinciguerra - planning time (Thurs afternoon) Review implementation of Our Land, Our Stories as part of classroom teaching.
Maintain whole school positive behaviour plan through Friends of Francis.	Maintain and grow the Friends of Francis program throughout ALL areas of the school. Set teacher targets for distribution of raffle tickets. Consistently review number of tokens for factions Student Code of Conduct – revisit and make visible	Review tokens and raffle tickets - S1 Teacher targets - S1	Raffle tickets Tokens Wellbeing team PL Wellbeing Framework Access to CEWA Well Being Consultant	Increased number of tokens Regular review of raffle tickets at staff meetings Student feedback of effectiveness of FOF through survey. Parent feedback. NSI Survey	Liz Ward - release 2/term Well-Being Team - review once/term Teachers/EA's

STEWARDSHIP

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
Building capacity for effective teaching strategies.	Use of learning walks to share and reflect on teaching strategies in numeracy and other teacher nominated areas. Professional learning provided by relevant individuals and teams.	End of 2023 S1 - 2022	Jackie and Bec Regular learning walks and talks Numeracy resources	Staff feedback and data Student feedback and engagement Staff leadership opportunities NSI Survey	Jackie and Bec Literacy and Numeracy Teams Transformation team Weekly review - release time
Provide an increased access to outdoor learning experiences.	Further investigation and build of shade structure for Year 1/2/3/4. Early Childhood Educators Professional Learning in using the outdoor spaces for learning environment. Engage CEWA Early Years Learning Team.	End of 2022 T1 - 2022	Wendy Manners & Michelle Pietracatella National Quality Standards - Quality Area 3: Standard 3.2 Physical Environment 3.2.2 Outdoor play resources (fixed and loose)	Staff Professional Learning Completed build of shade structure ECE Team bi-termly meetings Review and sharing of practices NSI Survey	Kayla Swinny - release time 2/term Early Childhood Educators & EA's

NAPLAN Targets for CSIP 2022/2024

Year Group	Reading	Numeracy	Timeframe
Year 3	SFOA less than 10 points below CEWA comparator score	SFOA less than 10 points below CEWA comparator score	2023
	60% of students in band 5 or above	30% of students in band 5 or above	2023
Year 5	SFOA to be 5 points or less below CEWA comparator score	SFOA less than 10 points below CEWA comparator score	2023
	60% of students in band 6 or above	20% of students in band 7 or above	2023

PAT Targets for CSIP 2022/2024

Reading	Numeracy
Yr. 1: 45% at/above 90	Yr. 1: 60% at/above 95
Yr. 2: 55% at/above 100	Yr. 2: 60% at/above 105
Yr. 3: 65% at/above 110	Yr. 3: 50% at/above 115
Yr. 4: 50% at/above 120	Yr. 4: 65% at/above 115
Yr. 5: 50% at/above 130	Yr. 5: 55% at/above 125
Yr. 6: 65% at/above 130	Yr. 6: 70% at/above 125